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ABSTRACT

This document, reporting on the findings of the Montgomery County (Maryland) Public School System Task Force on Teacher Evaluation, presents an overall view of teacher evaluation (rationale, purposes, and objectives), criteria for judging teacher effectiveness, methods for assuring quality control, and implementation procedures. Teacher effectiveness is rated according to teacher performance on eleven behavior indices, each of which is illustrated by from four to seven behavior indicators. Evaluation instruments, worksheets, and evaluation schedules are suggested. (MJB)

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Performance-Based Teacher Education Project
AACTE

REPORT OF THE TASK FORCE

ON

TEACHER EVALUATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SP011588

Preliminary Report
July 1972

Homer O. Elseroad
Superintendent of Schools

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RATIONALE, PURPOSES, AND OBJECTIVES OF TEACHER EVALUATION

Assumptions

A humane and effective system of personnel evaluation must have as its base certain assumptions about man's potential as a satisfied, productive worker. The Task Force on Teacher Evaluation proposes a teacher evaluation system built on the following assumptions:

1. When there is an environment that is conducive to respect for the worth and dignity of the individual, he will be better able to respect the worth and dignity of others.

2. Organizations achieve their objectives only in part from external directions. Individuals are motivated by participation in setting both personal and organizational objectives. Individuals committed by involvement to the achievement of objectives will also experience greater satisfaction.

3. When there is mutual participation in the total work situation and in the evaluative process, opportunities to exercise a relatively high degree of imagination, ingenuity, and creativity are made possible for all involved in the process.

4. The individual performs better and with greater satisfaction when there is opportunity for recognition of work well done.

5. An evaluation process which contains the elements of self-appraisal as well as appraisal by others according to agreed upon objectives contributes to the improved performance of the individual.

Purposes

The assumptions given above are the bases of a belief that the primary purpose of an evaluation system is to help teachers improve their effectiveness.

A teacher evaluation system must also serve these purposes:

It must facilitate the achievement of Montgomery County Public Schools, school, and classroom goals.

It must contribute to good morale by demonstrating just and equitable personnel practices and by developing greater self-acceptance.

It must be a source of motivation for continuing improvement.

It must facilitate communication and cooperation among teachers and other members of the profession, students, and the community.

It should provide feedback which can be used to identify in-service needs of teachers; to appraise the effectiveness of recruiting, selection, and placement of all staff; and to appraise the effectiveness or adequacy of human and material supports for teachers.

Objectives

A system of teacher evaluation has short-range objectives which enable the individual and the school system to work toward the long-range purposes. All objectives of the evaluation system must be clearly stated and used as guides for determining the characteristics of the form and the process used and for appraising the effectiveness of the system of teacher evaluation.

The objectives of teacher evaluation follow:

1. To communicate with the teacher about his general performance on the more specific aspects of his work

2. To establish objectives for teacher improvement or for emphasis

3. To recommend probationary teachers for tenure, reappointment, or non-renewal of contract

4. To recommend tenured teachers for continued status, dismissal, or placement on Second Class Certificate

5. To provide information helpful in selecting teachers for promotion or special assignment

6. To enable the superintendent of schools to classify all professional certificates as prescribed by the Public School Laws of Maryland, Article 77, Section 110

Characteristics of a Teacher Evaluation System

In the following pages, the Task Force on Teacher Evaluation recommends the establishment of a system of teacher evaluation built upon the preceding assumptions, goals, and objectives. This evaluation system has the following characteristics:

1. Teacher performance on specific job objectives (called criteria for teacher effectiveness) will be evaluated.

2. The evaluation process is divided into two parts: the major part consists of a series of observations and conferences which will assist the teacher in analyzing and improving his own effectiveness. His needs for support and assistance will be identified and provided to the extent possible. During this part of the evaluation process the teacher will gather and use other data for self-appraisal.

   The second part of the evaluation process is the evaluation conference, at which time the evaluator and teacher review germane data gathered. The evaluator records his assessment of teacher performance on the evaluation form, which becomes part of the teacher's permanent personnel file.

   It should be stressed that the first step of the evaluation process focuses on data-gathering for the teacher's use in analyzing and improving his own effectiveness. The only time when evaluative judgments are recorded about the teacher's performance is that point at which the evaluation form is completed and becomes part of his personnel record.

CRITERIA FOR TEACHER EFFECTIVENESS

The eleven criteria for teacher effectiveness below are the bases for evaluating teacher job performance. The criteria are drawn from the MCPS Evaluation Criteria, Toward Master Teaching, and orientation materials for new teachers and are consistent with MCPS policies and reported research on characteristics of effective teaching.

Each criterion is defined by a list of indicators -- guides to data collected by classroom observers (including students), by the teacher, and/or others in frequent contact with the teacher. Evaluation will be based on data interpreted by the evaluator, who participated in the data collection. The data themselves do not constitute an evaluation. The evaluation is a qualitative judgment based on data collected relating to either the indicators given or to comparable ones.

It must be stressed that the behavior identified in the indicators should always be demonstrated in a way which is appropriate. The indicators are neither a minimal nor an exhaustive list of teacher competencies. They are guides to data collection, to be used selectively by the evaluator, who must consider the characteristics of the students, the instructional program, and the school situation in determining what constitutes attainment of any criterion.

A teacher evaluation system must be useful for teachers, and it will be if teachers understand the criteria for teacher effectiveness and indicators of the criteria. In addition, the criteria will serve as guides to MCPS for developing in-service opportunities and other supports required to help teachers clarify or handle their responsibilities.

The Teacher

1. Acquires information from a variety of sources in order to appraise student learning levels, interests, and needs

2. Establishes learning objectives consistent with appraisal of each student's needs, requirements of MCPS curriculum framework, and knowledge of human growth and development

3. Plans and provides for involvement of students in the learning process

4. Plans for and uses instructional methods which motivate and enable each student to achieve learning objectives

5. Plans for and utilizes those resources which motivate and enable each student to achieve learning objectives

6. Plans for and utilizes evaluation techniques which motivate and enable each student to achieve learning objectives

7. Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives

8. Appraises the effectiveness of his teaching practices and instructional program not only in terms of achieving his own objectives but also in terms of the total school instructional program

9. Participates in school management and shares responsibility for the total school program

10. Establishes relationships with colleagues, students, parents, and community which reflect recognition of an respect for every individual

11. Identifies areas for growth necessary to maintain or improve effectiveness, acquires appropriate training or information, and demonstrates successful application

The indicators of each of the eleven criteria follow:

1. Acquires information from a variety of sources in order to appraise student learning levels, interests, and needs

   Indicators:

   a) Uses information in cumulative folders and in other school records
   b) Uses individual and group observation
   c) Consults with parents
   d) Selects and utilizes appropriate diagnostic tests (MCPS, standardized, and teacher-made)
   e) Surveys students as a group, and consults with them individually
   f) Consults with previous teachers, team teachers, and/or specialists

2. Establishes learning objectives consistent with appraisal of student needs, requirements of MCPS curriculum framework, and knowledge of human growth and development

   Indicators:

   a) Uses courses of study and curriculum guides currently available in appropriate subject areas
   b) States instructional objectives in terms of student behaviors
   c) Establishes objectives for each course unit and instructional activity
   d) Incorporates in daily planning content from previous levels for reinforcement and anticipates content from future grade levels to insure continuity and sequence
   e) Maintains balance among various subject areas and within the subject itself
   f) Makes realistic provisions for differences in ability, experience, vocational goals, and cultural values
   g) Establishes objectives for affective, cognitive, and psychomotor outcomes

3. Plans and provides for involvement of students in the learning process

   Indicators:

   a) Students help plan objectives, select activities, and evaluate learning
   b) Students share responsibility for establishing and carrying out classroom rules and procedures
   c) Organizes the class to e
courage student leadership and develop student
skill in group decision-making

d) Provides opportunities for students to demonstrate critical and reflective thinking, resourcefulness, responsibility, and creativity
e) Assists students in organizing their work so that they learn how and when to work independently and how and when to seek help
f) Solicits and accepts honest feedback from students

4. Plans for and uses those instructional methods which motivate and enable each student to achieve learning objectives

Indicators:

a) Provides for individual differences in rate of learning and interest by varying the difficulty of experiences, by differentiating instruction and assignments, and by allowing students to pursue topics independently
b) Helps students develop efficient learning skills and work habits
c) Acts as a conveyor of information only as needed, keeping lecturing or telling within bounds
d) Uses a variety of appropriate teaching techniques
e) Communicates clearly and correctly in speech and writing
f) Conveys sense of enthusiasm
g) Demonstrates flexibility by responding to immediate needs

5. Plans for and utilizes those resources which motivate and enable each student to achieve learning objectives

Indicators:

a) Utilizes and encourages students to utilize a variety of reference and other printed materials
b) Utilizes and encourages students to utilize audio-visual materials
c) Utilizes media center resources including securing instruction for students in media center skills
d) Utilizes human and material resources in community and school
e) Makes use of the physical school environment to support current learning activities
f) Consults with area and central office personnel and arranges for their working with students

6. Plans for and utilizes evaluation techniques which motivate and enable each student to achieve learning objectives

Indicators:

a) Follows MCPS guidelines for evaluation of student work as outlined in Policy on Evaluating and Reporting Student Progress
b) Involves students in establishing standards and methods for evaluation
c) Shows students how and gives them opportunities to analyze, evaluate, and revise their own work
d) Allows students to demonstrate achievement of objectives in a variety of ways
e) Uses prompt and frequent feedback to make learning tasks meaningful

7. Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives

Indicators:

a) Follows and expects students to use democratic procedures, which show consideration for the rights of others
b) Maintains a classroom atmosphere conducive to good health and safety
c) Adjusts physical arrangements and modifies noise levels in order to provide for a variety of learning styles
d) Selects activities appropriate to the physical attributes of the work area

8. Appraises the effectiveness of his teaching practices and instructional program not only in terms of achieving his own objectives but also in terms of the total school instructional program

Indicators:

a) Assesses each lesson and unit in terms of student response to the techniques, activities, and materials, and in terms of student attainment of the objectives
b) Uses results of lesson and unit assessments to continue or modify his instructional program and to plan further teaching-learning activities
c) Evaluates both long-range progress toward goals and short-range achievement of objectives of clarrsoom activities
d) Works with colleagues to evaluate the total program's effectiveness

9. Participates in school management and shares responsibility for the total school program

Indicators:

a) Participates in the development and review of school policies and regulations
b) Observes school policies and legal regulations
c) Cooperates with colleagues and students to maintain good atmosphere
d) Shares ideas, materials, and methods with other teachers
e) Encourages special interest activities which help meet student needs
f) Helps integrate school activities with community needs
g) Shares responsibility for care of equipment and facilities

10. Establishes relationships with colleagues, students, parents, and community which reflect recognition of and respect for every individual

Indicators:

a) Utilizes such human reaitions techniques as acceptance, praise, and humor, when warranted
b) Puts problems in perspective
c) Responds positively to challenges
d) Fosters an open atmosphere in which others feel free to express themselves
e) Listens and responds to the concerns of others

f) Seeks to make the community feel a part of the school
g) Communicates effectively with the community about the school and the Montgomery County Public Schools

11. Identifies areas for growth necessary to maintain or improve effectiveness, acquires appropriate training or information, and demonstrates successful application

Indicators:

a) Uses published materials pertinent to the profession and/or specific subject areas to improve instruction
b) Participates in organizations or conferences supportive to instructional responsibilities
c) Demonstrates awareness of current events and cultural trends
d) Seeks MCPS services available for instructional support
e) Participates in school, area, and county in-service activities
f) Takes advantage of opportunities to learn from colleagues, students, parents, and community
g) Applies knowledge gained from travel, course work, reading, and other enrichment activities

THE EVALUATION FORM

A teacher evaluation form that is used for the permanent personnel files is neither the whole nor the most important part of teacher evaluation. However, it does give direction to the evaluation system and, unless the form is carefully designed, it may weaken the effectiveness of the process. A copy of the form follows this section.

1. A completed form reports teacher attainment of specific job objectives. This is accomplished by evaluating teacher performance on eleven criteria of teacher effectiveness (job objectives). In addition, the teacher and principal are asked to agree on one or more objectives for teacher improvement or for emphasis. These objectives are added to the form, and the teacher is evaluated on his attainment of them. A list of indicators for each criterion of teacher effectiveness serves as a guide to show the teacher how attainment of each criterion may be demonstrated.

2. The form provides space for commending the teacher for work well done or to specify needed improvements. The "Overall Evaluation" section allows for narrative comment on "strengths" and on "objectives for improvement." These narratives will be based on evidence of teacher attainment of job performance objectives.

3. Highly effective performance is stimulated by its acknowledgment. Standards are set for determining the level of performance (highly effective, effective, not effective) on each criterion for teacher effectiveness. The teacher's performance will be evaluated as highly effective if the criterion is achieved and the quality is outstanding. Performance will be deemed effective is the criterion is achieved and the quality is acceptable. An evaluation of not effective will indicate that the criterion is not achieved or it is achieved but the quality is poor. The evaluator should make no attempt to balance his

evaluations of "highly effective," "effective," and "not effective" in any pattern or proportion, since they are based solely on teacher attainment of the criteria as determined by the principal on the basis of evidence collected.

4. The evaluations recorded on the form will be based on data collected but in no way imply that data in themselves are to be considered evaluations. All evaluations are the judgment of an evaluator based on data that have been gathered by reliable and valid methods. The aim of the evaluation process is to approach objectivity.

5. Realistic standards are set for recommending non-renewal of contract, second class certification, or dismissal. If the renewal of a teacher's contract is to be denied because he receives one "not satisfactory" rating out of five, as is presently the case, that rating will be used only in extreme cases. The form then fails to serve its purpose of communicating to the teacher about his weak but remediable performance. A maximum of four (4) "not effective" ratings out of eleven (11) are allowed before the evaluator must recommend non-renewal of contract, second class certification, or dismissal.

6. The evaluator must make every effort to be as consistent and objective as possible in completing the evaluation form. Directions are provided to facilitate consistent use. It should also be possible to complete the form promptly. Since the completion of the form culminates a year-long process of collecting data which are kept in the teacher's school file, the evaluator has the evidence necessary to evaluate with much more objectivity than has ever been possible.

7. Background information which adds another dimension to a teacher's performance should be included. A section is provided in the form for the evaluator to list the teacher's assignments and major contributions to the school and community.

8. A work sheet for Developing Objectives of the Teacher (which follows this section) is used by the tenured teacher in non-evaluation years. If a tenured teacher's performance during an evaluation year is deemed not effective on one or more of the performance criteria, those criteria and indicators of them will become his objectives for improvement the following year. In that case, the completed work sheet will become part of the teacher's permanent personnel file, with a copy of the work sheet remaining in the teacher's school file. At other times the teacher may request that the work sheet be placed in his permanent personnel file.

Department of Professional Personnel MONTGOMERY COUNTY PUBLIC SCHOOLS	EVALUATION OF TEACHER SERVICES

Pages 2 and 3 of this form provide the framework for the evaluation of teacher services. The form is completed according to the instructions below. Note that Item A-1 is completed at the beginning of the school year, while the remainder of the form is completed at the time of evaluation.

INSTRUCTIONS

A. OBJECTIVES JOINTLY DEVELOPED BY THE TEACHER AND THE EVALUATOR FOR THE CURRENT YEAR

1. Objectives: At the beginning of the school year in which the teacher's performance is to be evaluated, one or more objectives are recorded, jointly developed by the teacher and the evaluator. Objectives may be selected from the indicators provided for the performance criteria (Item B); or comparable objectives may be formulated. (MCPS Form 425-12, Work Sheet For Developing Objectives of the Teacher, may be used as a work sheet in developing objectives.)

2. Evidence of Attainment: Enter a summary statement describing the meeting of the objectives set forth in Item A-1, above.

B. PERFORMANCE CRITERIA EVALUATION

Teacher performance is evaluated in relation to the eleven (11) criteria listed below. Indicators for each performance criterion are provided as guides for data collection by observers and by the teacher. Additional indicators may be used.

Based upon the evidence collected, the evaluator indicates the teacher's effectiveness in meeting each criterion as follows:

Highly Effective:	The criterion is attained and the quality is outstanding. (This rating must be accompanied by a supporting statement.)
Effective:	The criterion is attained and the quality is acceptable.
Not Effective:	The criterion is not attained, or it is attained but the quality is poor. (This rating must be accompanied by a supporting statement.)

C. OVERALL EVALUATION

After a careful analysis of the information reported in A and B, the teacher and the evaluator develop and record a summary statement of the strengths of the teacher and the objectives for continued improvement. Usually, the objectives for improvement are the objectives (A-1) for the next evaluation.

D. BACKGROUND INFORMATION

Background information which adds another dimension to a teacher's performance should be included. The evaluator lists the teacher's assignments and major contributions to the school and community.

E. RECOMMENDATIONS

The evaluator determines the recommendations to be made, using the following standards:

1. If a teacher's performance is deemed effective on all but four (4) of the criteria, the recommendation must be Continued Employment.

2. For the teacher whose performance is deemed not effective on five (5) or more of the criteria, the recommendation must be for either Non-renewal of Contract, Second Class Certificate, or Dismissal.

NAME: LAST	FIRST	DATE
POSITION	LOCATION	

SOCIAL SECURITY NUMBER	GRADE	STEP	LONG
CERT. TYPE / CERT. CLASS	ISSUE DATE	EXPIRATION DATE	

☐ FIRST YEAR IN COUNTY
☐ TENURE
☐ AFTER TENURE (EVERY 3RD YEAR)
☐ TENURE (IF AP OR SP CERTIFICATE ISSUED)
☐ OTHER _____

A. OBJECTIVES JOINTLY DEVELOPED BY THE TEACHER AND THE EVALUATOR FOR THE CURRENT YEAR

1. Objectives

2. Evidence of Attainment

B. PERFORMANCE CRITERIA EVALUATION

Performance Criteria	HIGHLY EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	Supporting Statement
1. Acquires information from a variety of sources in order to appraise student learning levels, interests, and needs	☐	☐	☐	
2. Establishes learning objectives consistent with appraisal of student needs, requirements of MCPS curriculum framework, and knowledge of human growth and development	☐	☐	☐	
3. Establishes relationships with colleagues, students, parents, and community which reflect recognition of and respect for every individual.	☐	☐	☐	
4. Plans and provides for involvement of all students in the learning process	☐	☐	☐	
5. Plans for and uses those instructional methods which motivate and enable each student to achieve learning objectives	☐	☐	☐	
6. Plans for and utilizes those resources which motivate each student to achieve learning objectives	☐	☐	☐	

7. Plans for and utilizes evaluation techniques which motivate and enable each student to achieve learning objectives	☐☐☐	
8. Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives	☐☐☐	
9. Appraises the effectiveness of his teaching practices and instructional program not only in terms of achieving his own objectives but also in terms of the total school's instructional program	☐☐☐	
10. Participates in school management and shares responsibility for the total school program	☐☐☐	
11. Identifies areas for growth necessary to maintain or improve effectiveness; acquires appropriate training or information; and demonstrates successful application	☐☐☐	

C. OVERALL EVALUATION

1. Strengths

2. Objectives for Improvement

D. BACKGROUND INFORMATION

E. RECOMMENDATION (Check one)

- ☐ Continued Employment
- ☐ Dismissal
- ☐ Non-renewal of Contract
- ☐ Second Class Certificate

F. SIGNATURES

Evaluator(s) _____ Date: _____

_____ Date: _____

Person Evaluated _____ Date: _____

*By signing this evaluation, the employee does not necessarily have to agree with the contents. If he wishes, he may add his own comments below.

G. COMMENTS OF PERSON EVALUATED

H. Date Received in Department of Professional Personnel:

MCPS Form 420-1, Revised July 1972

The indicators of each of the eleven criteria follow:

1. Acquires information from a variety of sources in order to appraise student learning levels, interests, and needs
   Indicators:
   a) Uses information in cumulative folders and in other school records
   b) Uses individual and group observation
   c) Consults with parents
   d) Selects and utilizes appropriate diagnostic tests (MCPS, standardized, and teacher-made)
   e) Surveys students as a group, and consults with them individually
   f) Consults with previous teachers, team teachers, and/or specialists
2. Establishes learning objectives consistent with appraisal of student needs, requirements of MCPS curriculum framework, and knowledge of human growth and development
   Indicators:
   a) Uses courses of study and curriculum guides currently available in appropriate subject areas
   b) States instructional objectives in terms of student behaviors
   c) Establishes objectives for each course unit and instructional activity
   d) Incorporates in daily planning content from previous levels for reinforcement and anticipates content from future grade levels to insure continuity and sequence
   e) Maintains balance among various subject areas and within the subject itself
   f) Makes realistic provisions for differences in ability, experience, vocational goals, and cultural values
   g) Establishes objectives for affective, cognitive, and psychomotor outcomes
3. Plans and provides for involvement of students in the learning process
   Indicators:
   a) Students help plan objectives, select activities, and evaluate learning
   b) Students share responsibility for establishing and carrying out classroom rules and procedures
   c) Organizes the class to encourage student leadership and develop student skill in group decision-making
   d) Provides opportunities for students to demonstrate critical and reflective thinking, resourcefulness, responsibility, and creativity
   e) Assists students in organizing their work so that they learn how and when to work independently and how and when to seek help
   f) Solicits and accepts honest feedback from students
4. Plans for and uses those instructional methods which motivate and enable each student to achieve learning objectives
   Indicators:
   a) Provides for individual differences in rate of learning and interest by varying the difficulty of experiences, by differentiating instruction and assignments, and by allowing students to pursue topics independently
   b) Helps students develop efficient learning skills and work habits
   c) Acts as a conveyor of information only as needed, keeping lecturing or telling within bounds
   d) Uses a variety of appropriate teaching techniques
   e) Communicates clearly and correctly in speech and writing
   f) Conveys sense of enthusiasm
   g) Demonstrates flexibility by responding to immediate needs
5. Plans for and utilizes those resources which motivate and enable each student to achieve learning objectives
   Indicators:
   a) Utilizes and encourages students to utilize a variety of reference and other printed materials
   b) Utilizes and encourages students to utilize audio-visual materials
   c) Utilizes media center resources including securing instruction for students in media center skills
   d) Utilizes human and material resources in community and school
   e) Makes use of the physical school environment to support current learning activities
   f) Consults with area and central office personnel and arranges for their working with students
6. Plans for and utilizes evaluation techniques which motivate and enable each student to achieve learning objectives
   Indicators:
   a) Follow MCPS guidelines for evaluation of student work as outlined in Policy on Evaluating and Reporting Student Progress
   b) Involves students in establishing standards and methods for evaluation
   c) Shows students how and gives them opportunities to analyze, evaluate, and revise their own work
   d) Allows students to demonstrate achievement of objectives in a variety of ways
   e) Uses prompt and frequent feedback to make learning tasks meaningful
7. Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives
   Indicators:
   a) Follows and expects students to use democratic procedures, which show consideration for the rights of others
   b) Maintains a classroom atmosphere conducive to good health and safety
   c) Adjusts physical arrangements and modifies noise levels in order to provide for a variety of learning styles
   d) Selects activities appropriate to the physical attributes of the work area
8. Appraises the effectiveness of his teaching practices and instructional program not only in terms of achieving his own objectives but also in terms of the total school instructional program
   Indicators:
   a) Assesses each lesson and unit in terms of student response to the techniques, activities, and materials, and in terms of student attainment of the objectives
   b) Uses results of lesson and unit assessments to continue or modify his instructional program and to plan further teaching-learning activities
   c) Evaluates both long-range progress toward goals and short-range achievement of objectives of classroom activities
   d) Works with colleagues to evaluate the total program's effectiveness
9. Participates in school management and shares responsibility for the total school program
   Indicators:
   a) Participates in the development and review of school policies and regulations
   b) Observes school policies and legal regulations
   c) Cooperates with colleagues and students to maintain good atmosphere
   d) Shares ideas, materials, and methods with other teachers
   e) Encourages special interest activities with community needs
   g) Shares responsibility for care of equipment and facilities
10. Establishes relationships with colleagues, students, parents, and community which reflect recognition of and respect for every individual
    Indicators:
    a) Utilizes such human relations techniques as acceptance, praise, and humor, when warranted
    b) Puts problems in perspective
    c) Responds positively to challenges
    d) Fosters an open atmosphere in which others feel free to express themselves
    e) Listens and responds to the concerns of others
    f) Seeks to make the community feel a part of the school
    g) Communicates effectively with the community about the school and the Montgomery County Public Schools
11. Indentifies areas for growth necessary to maintain or improve effectiveness, acquires appropriate training or information, and demonstrates successful application
    a) Uses published materials pertinent to the profession and/or specific subject areas to improve instruction
    b) Participates in organizations or conferences supportive to instructional responsibilities
    c) Demonstrates awareness of current events and cultural trends
    d) Seeks MCPS services available for instructional support
    e) Participates in school, area, and county in-service activities
    f) Takes advantage of opportunities to learn from colleagues, students, parents, and community
    g) Applies knowledge gained from travel, course work, reading, and other enrichment activities

SCHEDULE FOR TEACHER EVALUATION

Time	1st Year Non-Tenure or 2nd Class Certificate	2nd Year Non-Tenure	Tenure Evaluation Year	Tenure Non-Evaluation Year
Previous spring		Set objectives.	Set objectives.	Set objectives.
By end of pre-school week	Teacher is given criteria and indicators; steps of procedure. --- Notify in writing that this is evaluation year.	Notify in writing that this is evaluation year.	Notify in writing that this is evaluation year.	
By September 15		Review objectives and change if necessary.	Review objectives and change if necessary.	Review objectives and change if necessary.
By October 15	1st (scheduled) observation and follow-up conference; necessary help given. --- Evaluator and teacher jointly set objectives for rest of year.	1st (scheduled) observation and follow-up conference; necessary help given.	1st (scheduled) observation and follow-up conference; necessary help given.	
By November 15	2nd (unscheduled) observation and follow-up conference; necessary help given.	2nd (unscheduled) observation and follow-up conference; necessary help given.	2nd (unscheduled) observation and follow-up conference; necessary help given.	
By December 15	3rd (unscheduled) observation and follow-up conference; necessary help given.	3rd (unscheduled) observation and follow-up conference; necessary help given.		
Between November 15 and January 1	If possible on mid-year report, another 4th (unscheduled) observation and follow-up conference; necessary help given.	If possible on mid-year report, another 4th (unscheduled) observation and follow-up conference; necessary help given.	If possible on mid-year report, two more unscheduled observations and follow-up conferences; necessary help given.	
By end 1st semester	Student input (at teacher option	Student input	Student input	
Between January 1 and April 1 *(See below if teacher is on mid-year report)*	4th (unscheduled) observation and follow-up conference; necessary help given. --- 5th (unscheduled) observation and follow-up conference; necessary help given. --- Formal evaluation conference with evaluator. --- Evaluator and teacher jointly set objectives for following year in writing.	4th (unscheduled) observation and follow-up conference; necessary help given. --- 5th (unscheduled) observation and follow-up conference; necessary help given. --- Formal evaluation conference with evaluator; recommend for tenure or non-renewal. --- Evaluator and teacher jointly set objectives for following year in writing.	3rd (unscheduled) observation and follow-up conference; necessary help given. --- Formal evaluation conference with evaluator. Evaluator and teacher jointly set objectives for following year in writing. --- If placed on 2nd Class Certificate, teacher is notified in writing of evaluation following year.	Evaluator and teacher jointly set objectives for following year.
During the year	Teacher requests that observation by resource	Teacher requests that observation by resource	Teacher requests that observation by resource	Student input ---

	teacher be put in file. Student input Parent input	teacher be put in file. Student input Parent input	teacher be put in file. Student input Parent input	Parent input Teacher requests that observation by resource teacher be put in file. Two(2) unscheduled observations and follow-up conferences with necessary help given.
12-Month Teacher by August 30	Supervisors of summer activities submit data on teacher performance to evaluator.	Supervisors of summer activities submit data on teacher performance to evaluator.	Supervisors of summer activities submit data on teacher performance to evaluator.	Supervisors of summer activities submit data on teacher performance to evaluator.
Teacher on mid-year report between submission of mid-year report and April 1st	5th scheduled observation and follow-up conference; necessary help given. 6th (unscheduled) observation and follow-up conference; necessary help given. 7th (unscheduled) observation and follow-up conference; necessary help given. 8th (unscheduled) observation and follow-up conference; necessary help given. Formal evaluation conference with evaluator.	5th scheduled observation and follow-up conference; necessary help given. 6th (unscheduled) observation and follow-up conference; necessary help given. 7th (unscheduled) observation and follow-up conference; necessary help given. 8th (unscheduled) observation and follow-up conference; necessary help given. Formal evaluation conference with evaluator.	5th scheduled observation and follow-up conference; necessary help given. 6th (unscheduled) observation and follow-up conference; necessary help given. 7th (unscheduled) observation and follow-up conference; necessary help given. 8th (unscheduled) observation and follow-up conference; necessary help given. Formal evaluation conference with evaluator.	
By May 1	Teacher is notified whether recommended for continuance or non-renewal.	Teacher is notified whether recommended for tenure or non-renewal.	Teacher is notified whether recommended for continuance, 2nd class certification or dismissal.	
DECISION *A. Recommend to continue* through the end of year	Evaluator maintains communication for growth and support.	Evaluator maintains communication for growth and support.	Evaluator maintains communication for growth and support.	
by May 1	Evaluator and teacher jointly set objectives for following year in writing.	Evaluator and teacher jointly set objectives for following year in writing.	Evaluator and teacher jointly set objectives for following year in writing.	
B. Recommend non-renewal or dismissal through the end of year	Evaluator brings in resource people to help provide instruction for class.	Evaluator brings in resource people to help provide instruction for class.	Evaluator brings in resource people to help provide instruction for class.	

Department of Professional Personnel
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

WORK SHEET FOR DEVELOPING OBJECTIVES OF THE TEACHER

Instruction: At the beginning of the school year, each teacher, in cooperation with the evaluator, will develop objectives and identify ways to achieve and evaluate them. Use this form as a work sheet for preparing Item A on MCPS Form 425-1, Evaluation of Teacher Services, at the time of evaluation.

State objectives	Describe how you will attempt to attain them	Describe anticipated evidence of attainment	Determine how well the objective was attained and why

Date_____

Evaluator and teacher initial

DATA GATHERING INSTRUMENTS AND TECHNIQUES

The degree of consistency and objectivity in a teacher evaluation system is determined to a large extent by the availability of valid and reliable data-gathering instruments and the presence of skills in data gathering among the professional staff. Exemplary instruments for all parts of the evaluation process must be collected or developed. All instruments must elicit information which is related to the criteria and indicators established. Training in data-gathering skills must be provided for evaluators, teachers, and other possible observers of teacher performance. Without this training, the instruments in themselves are hollow.

Because schools in different communities have different needs, it is recommended that each school be encouraged to select the most appropriate data-gathering instruments from those available or be assisted in developing its own. Secondary school departments or elementary school faculties should be encouraged to devise classroom observation instruments and teacher self-appraisal instruments based upon the criteria for teacher effectiveness. Many student governments have worked with their faculties to develop student questionnaires, and this practice should be encouraged.

Several types of instruments should be made available to schools.

1. Classroom observation schedules used to guide and record systematic observations of teacher and student behavior.

2. Teacher Self-Appraisal Instruments. One type may be a checklist which asks the teacher not only if but also how an indicator was met. Another type could be a guide to the analysis of a video-taped teaching segment. The teacher must be trained to use such instruments.

3. Student questionnaires on which students can anonymously record their observation of teacher performance based on the criteria for teacher effectiveness. Such a questionnaire should be constructed so that a student may complete it within 20 to 30 minutes by checking or marking responses. For example: descriptive sentences which are accepted, rejected, or accepted by degrees could be used. Questionnaires should be clearly and appropriately written for the age level using them. The form should lend itself to quick summary and tabulation of data.

4. Parent questionnaires similar in form to student questionnaires. Inasmuch as students in Grades K-4 are not surveyed by teachers, special questionnaires should be designed for parents of students below Grade 5 in addition to questionnaires for parents of students in Grades 5-12.

5. Data forms to be completed by supervisors of summer activities.

THE EVALUATION PROCESS

The most crucial part of a teacher evaluation system is the process, which is established for two purposes: (1) to insure adequate supervision of and support for the teacher in order to increase his effectiveness; and (2) to insure that judgments made and recorded about teacher performance are sound because they are based on valid data. Only in this way does the system achieve its major purpose of improving the quality of instruction.

The process recommended here includes a continuous cycle of data collection through classroom visits, student questionnaires, parent input, and other methods of systematic observation. Data collection is followed by conferences between the evaluator and teacher or between the observer and teacher. In these conferences, the strengths and weaknesses of the teacher's performance are discussed, and needed assistance is secured.

The evaluation process culminates in the assessment of performance recorded on the evaluation form for the permanent personnel file. This assessment is made by the evaluator during an evaluation conference with the teacher. Decisions recorded during the evaluation conference are based on all data collected and on the teacher's response to assistance given.

The evaluator is either the principal or designated assistant principal who is responsible for making evaluative judgments about teacher performance for the permanent record. An observer is one who is trained to record data about a teacher's performance. The evaluator will be an observer. No other observers will be evaluators.

Characteristics of the evaluative process follow:

1. The process involves teachers in examining their performance on the established MCPS criteria for teacher effectiveness. Each teacher will be informed of these criteria and of their indicators. The evaluation form, the categories for evaluating teacher performance (highly effective, effective, not effective) and the evaluation schedule will be reviewed at the beginning of each year by faculties. All observations, follow-up conferences, and data collected through other methods will relate to teacher performance on the established criteria for teacher effectiveness. All such data must be initialed by the teacher. The data will be kept in the teacher's school file and used as a basis for the evaluation recorded on the evaluation form for the permanent personnel record.

2. The process will actively involve the teacher in establishing his own objectives. Each spring, the teacher and evaluator will determine one or more objectives for teacher improvement or for emphasis for the following year. These objectives will be reviewed in the fall and changed if necessary. First-year teachers will set objectives with the evaluator by the end of the first six weeks. The objectives will be recorded on the evaluation form if the teacher is scheduled for formal evaluation during that year. If it is not a formal evaluation year, the objectives will be recorded on a work sheet which will be kept in the teacher's school file. Objectives may be selected from the listed indicators of the criteria for teacher effectiveness, or the teacher may develop comparable ones. The objectives selected should (a) be realistic in terms of teacher time and aptitude; (b) consider student and program needs; and (c) result in positive, observable change.

Every teacher, even if not scheduled for formal evaluation, will be observed by the evaluator at least twice each year; and each observation will be followed by a conference between the evaluator and teacher. At the end of the year, the teacher and evaluator will examine evidence of attainment of objectives and record it on the work sheet. If it is a formal evaluation year, the attainment of the teacher objectives will be considered in the overall evaluation , and the appropriate decisions will be recorded on the evaluation form filed in the permanent personnel records.

In case the teacher's performance on one or more of the performance criteria on the evaluation form is deemed not effective, the teacher will set objectives related to those criteria for the following year. Then the work sheet will be completed and placed in the teacher's permanent personnel file.

3. Requirements regarding observations must be made to insure that reliable judgments are recorded on the evaluation form about the teacher's effectiveness. The process developed provides for a minimum of five observations each year for a first-year or second-year teacher (see the Schedule for Teacher Evaluation which appears in the centerfold of this report). At least three observations are required for a tenured teacher in the evaluation year. At least two observations are required for a tenured teacher during non-evaluation years. Observations are to be at least 20 minutes long.

   It is recommended that all minimum requirements be extended whenever possible.

   If a teacher is considered for placement on the mid-year report notifying him of a possible recommendation of non-renewal, second class certificate, or dismissal, the minimum number of observations during the first semester will be four. If the teacher is placed on the mid-year report in January, he must receive a minimum of four additional observations before the evaluation form is completed and before a decision is made about his employment status.

   A teacher on a second class certificate receives the same minimum number of observations as a non-tenured first- or second-year teacher.

   The teacher is informed in writing of the time of the first observation in any formal evaluation year.

4. The evaluator may designate the resource teacher as an observer for no more than half of the required observations. The evaluator may also schedule resource teachers, supervisors, and teacher specialists to make observations beyond the minimum number required. When the evaluator schedules supervisors, resource teachers, or teacher specialists to observe, the teacher will be notified in writing.

   When involved in the evaluation process, the resource teacher has a distinct role to play.

   a) If the teacher solicits help from the resource teacher, any report to the evaluator by the resource teacher is optional or at the request of the teacher.
   b) The evaluator may designate the resource teacher as an observer. In this case, the evaluator will notify the teacher in writing that resource teacher will observe and collect data for evaluation purposes.

c) The teacher and resource teacher will confer within three days after observation and the resource teacher will write a report of the observation and conference for the evaluator. The teacher will initial the report.

d) If the teacher disagrees with the report, he can make additional comments. The teacher may request that any observation by the resource teacher, teacher specialist, or supervisor be recorded and placed in his in-school file. The evaluator will observe for and confer with the teacher to learn about negative inputs from observers.

5. In order to insure that the teacher benefits from each observation, a conference with the teacher must be held by the observer following each observation.

a) The conference is held within three school days after the observation. If this is not possible, the observer and teacher will schedule the conference for the earliest possible date.

b) The observer gives recognition of successful performance and growth.

c) The observer and teacher determine objectives for improvement as a result of the observation, and the observer records them on the observation form.

d) The observer suggests in writing and, if necessary, arranges for help in areas needing improvement. Possible sources of help are the following:
   (1) Principal, resource teacher, supervisor, teacher specialist, teacher trainer:
      (a) Confers with teacher.
      (b) Demonstrates for teacher.
   (2) Released time is provided for teacher to observe teaching of colleagues.
   (3) Counselor or pupil personnel worker confers with teacher.
   (4) Teacher is provided with needed materials.

e) A record of the observation, conference, and help arranged is written by the observer, initialed by the teacher, and given to the evaluator for the teacher's school file.

6. The teacher shall be made aware if someone (principal, assistant principal, resource teacher, teacher specialist, supervisor) is observing his class in order to gather data which will be placed in the teacher's file. Although many of these observers may contribute data, the evaluator determines in the evaluation conference with the teacher what weight to give various data when recording judgments on the evaluation form.

7. The evaluation form, when completed, should contain no surprises for the teacher. The process developed insures this (1) by providing for a minimum number of observations and follow-up conferences between the teacher and the evaluator, and (2) by requiring that the teacher initial all data put in his file for evaluation purposes.

8. The process involves the teacher in collecting and analyzing data on his own performance. The process encourages the teacher to provide evidence of his own effectiveness. The teacher administers and analyzes the results of student or parent questionnaires, uses other techniques or instruments to enable him to analyze his own performance, and confers with the evaluator about the data collected and their implications. The teacher may invite colleagues to act as observers, and the teacher may submit resulting data to the evaluator.

9. Twelve-month teachers should be evaluated on their total assignments. The process developed requires the supervisor(s) of summer workshops, in-service courses, or other activities for which the teacher is paid, to complete a data form; to discuss it with the teacher, who initials it; and to send it to the evaluator for the teacher's file.

10. Student observations are a vital part of a teacher evaluation process and should be used primarily as self-appraisal data for the teacher. The following procedures are established for collecting data from students:

    a) By the end of the first semester each year, evaluation questionnaires will be given to and collected from all students in Grades 5 through 12 by their teachers. (This is optional for first-year teachers.)
    b) The teacher will tally results and use them for self-appraisal.
    c) The teacher will present the tallied results to the evaluator with explanatory comments.
    d) The evaluator will observe or confer with the teacher to learn reasons for negative inputs and to help the teacher respond to them.
    e) The evaluator will review the tallied results, add comments, and place the tallied results in the teacher's file.
    f) Teachers may use the questionnaires at any time and are encouraged to do so. Doing so, however, will not substitute for the mandatory use by the end of the first semester.

    (While provisions c, d, and e may conflict with the present negotiated agreement, it is recommended that the agreement be amended to allow for them.)

11. Parent observations are a vital part of a teacher evaluation process and should be used primarily as a self-appraisal data for the teacher. The following procedures are established for collecting data from parents:

    a) Parent input, about positive as well as negative aspects of instruction, shall be encouraged by teacher and principal through all means possible beginning early in the year.
    b) All written input should bear the signature of the parent if it is to be placed in the teacher's file.
    c) All verbal input to be used for evaluation shall be recorded by the receiver, shared promptly between the teacher and the evaluator, and placed in the teacher's file after it has been initialed by the teacher.
    d) The evaluator will observe or confer with the teacher to learn about positive and negative inputs.
    e) Schools are urged to develop systematic ways of obtaining parent input. For example:
        (1) Questionnaires could be mailed to parents. Teachers could schedule follow-up meetings with parents as a group to discuss results.
        (2) Questionnaires could be made available at any time to parents who request them.
        (3) Teachers could set up class meetings in the elementary school to discuss common concerns with parents.

12. Personnel review procedures are provided in the process as follows:

a) The teacher may, within ten days, appeal a recommendation to the area assistant superintendent, sending a copy of the appeal to the principal. The assistant superintendent will appoint an appeals board to review this evaluation. The appeals board must determine whether the recommendation is based on adequate evidence gathered according to the process mandated and whether the teacher was given specific directions for improvement (objectives identified and sources of assistance recommended). The appeals board must have three representatives -- one teacher, one resource teacher, and one person from the appropriate area office -- none of whom can have been involved previously in the observations or evaluation. The appeals board will make recommendations to the assistant superintendent on the merits of the evaluation; and the assistant superintendent will notify the teacher of the decision within 15 days of the appeal.

b) The teacher may appeal a dismissal or non-renewal action to the superintendent of schools or to his designee.

c) The teacher may examine both his school and his central office personnel files. The only confidential material will be pre-employment references. Records will be safeguarded from all except authorized staff who have a professional purpose in seeing them.

QUALITY CONTROL

Quality control is the process needed to insure that the teacher evaluation system functions as it was designed to function, and it achieves its objectives according to established performance standards. If the county-wide administration of a teacher evaluation system is not consistent, teachers will perceive that system as capricious, regardless of its design and objectives; and principals will question the demands it makes on their limited time. The lack of quality controls which ensure that teacher evaluation systems are administered in such a way that their objectives are achieved is the reason for teacher evaluation systems across the nation being considered ineffective.

A quality control program should be developed and put into effect by the department of professional personnel with the assistance of the department of pupil and program appraisal. The program would provide for continuous appraisal of key aspects of the teacher evaluation system to ensure its proper functioning. The feedback obtained through the quality control program would be used to make necessary adjustments in the administration of the evaluation system or to recommend substantive modidications of the system.

The plan for such quality control would (1) state the key points at which the teacher evaluation system should be appraised; (2) set criteria for appraisal; (3) set standards for desired performance; (4) name the appraisers; (5) specify the method and/or instrument used to make the appraisal; (6) establish a calendar for appraisal; and (7) determine what office, department, or persons shall be responsible for following up on recommendations resulting from the appraisal.

It is essential that the evaluation system for administrative and supervisory personnel and the evaluation of resource teachers, teacher specialists, librarians, and counselors parallel the teacher evaluation system to ensure consistent professional personnel evaluation. One criterion for administrative effectiveness should be demonstrated competency in the evaluation of teacher performance. The quality of an administrator's evaluations of teachers would be considered as data when his own performance is evaluated.

After the first year of county-wide implementation of the new teacher evaluation system, the superintendent of schools should appoint a panel to examine the quality control process and on the basis of its findings make a report to the Board of Education. The panel should include representatives of the departments of professional personnel, staff development, curriculum and instruction, pupil and program appraisal, the area offices; principals; teachers; students; and parents. Using data gathered in the quality control process, the panel will appraise the overall efficiency and effectiveness of the teacher evaluation system in meeting its objectives.

At the end of five years, an external audit should be conducted, employing an independent organization to judge how well the teacher evaluation system fulfills its purposes.

IMPLEMENTATION

Before the teacher evaluation system is adopted in all schools in Montgomery County, it should be introduced on a pilot basis for one year in selected elementary and secondary schools in each administrative area. The purpose of piloting is to ensure the success of the system by:

1. Providing training for principals and teachers in the application of the system

2. Testing each aspect of the total evaluation system to determine whether modifications are necessary

3. Developing and testing data collection techniques

4. Developing and testing a quality control program to ensure the uniform administration of the system and to collect data required to appraise the system in its pilot stage

5. Training area staffs and central office specialists and supervisors in their supporting roles

6. Developing and testing training materials including handbooks for principals and teachers

In each pilot school, principals and teachers should be instructed in the process as a group, since every teacher will be involved although some teachers' performance will not be evaluated in a given year. All principals and teachers should be trained in:

1. Writing teacher objectives and collecting evidence of their attainment

2. Conducting and participating in evaluation conferences and in follow-up conferences after observations

3. Interpreting the eleven criteria of teacher effectiveness and their indicators

4. Gathering data demonstrating how well the eleven criteria are attained

5. Using data collected to make decisions about improving teaching

6. Involving students and parents in the evaluation process

7. Identifying and using MCPS resources available to increase teacher effectiveness

Teachers in the pilot schools should have the choice of having either the current or the proposed evaluation instrument completed and placed in their personnel files. In pilot schools, all teachers will participate in the proposed teacher evaluation system, including completion of the evaluation form even if it is not filed in the central records. The Task Force on Teacher Evaluation should be reconstituted, adding members from pilot schools. During the summer after the pilot year, it should conduct a workshop to review the quality control data and other evidence collected by the department of professional personnel during the piloting, in order to evaluate and modify the system. It will also review plans for the county-wide implementation of the evaluation system.

During the pilot year, the department of personnel should assist area assistant superintendents and local school staffs in planning the county-wide implementation of the system. This would include assistance in publishing handbooks for principals and for teachers; preparing a calendar for training principals and teachers in participaing schools; establishing a calendar for quality control procedures; and arranging with other departments (primarily curriculum and instruction and pupil and program appraisal) for required support for schools.

Pilot implementation of the teacher evaluation system during the 1972-73 school year will have to wrestle with the following constraints:

1. There is inadequate time for planning by schools, area, and central office staff. Orientation, which would have been desirable before school begins, will have to be conducted during the first semester.

2. Because training materials must be developed, principals and school staffs will be trained as the year unfolds rather than in a more desirable structured program at the beginning of the system's implementation.

3. Because data gathering techniques and instruments need to be collected or developed and because faculties should be given assistance in using them, only parts of the teacher evaluation system will be fully tested during the pilot year.

4. Because quality control procedures and techniques must be planned and developed, data collected to appraise the effectiveness of the system will not be as satisfactory as they might have been had planning time been available before the implementation.

RECOMMENDATIONS

Implementation of a new system of teacher evaluation is only one step toward insuring continuing improvement in the quality of instruction. Many MCPS programs and efforts are directed toward the same goal, and they affect and are affected by the teacher evaluation system. Some of the implications of the teacher evaluation system for MCPS departments or programs are considered below:

1. The department of staff development should analyze data available on evaluation forms in order to evaluate and plan career counseling and in-service courses and programs. The department should examine the possibility of relating opportunities to earn in-service credits, either to demonstrated individual teacher or system needs. For example, no teacher should be assigned to a summer teacher competency course relating to a criterion on which his work has been evaluated as highly effective. Teachers whose work is evaluated as not effective on specific criteria should be recommended by principals for in-service courses.

   Career counseling should set up a committee of teachers and other MCPS personnel to examine conditions which contribute to teacher dissatisfaction, poor motivation, feelings of inadequacy, uncooperativeness, impatience, and inflexibility; and this committee should then recommend remedies.

   Career counseling should explore the possibility of setting up a placement service to assist teachers wishing to find other jobs. The number of professional employees in the Montgomery County Public Schools is so large that it would be a reasonable service to assist those teachers who find that their skills or interests do not assure them of high levels of success in teaching.

2. The teacher evaluation system is built on the assumption that principals and teachers have or will acquire skills in stating observable or measurable objectives, gathering data relating to their attainment, and analyzing and applying results. Only recently have evaluation skills been considered part of teacher training or proficiency. Just as faculties were earlier taught the "new math" or how to use audio-visual equipment and materials, they must now be taught to use evaluation skills -- a large and complex task. The department of pupil and program appraisal should plan to work in the schools to provide this training, which is essential if the teacher evaluation system is to be effective.

   Observers must be trained to use data collection instruments and techniques. No matter how carefully designed an instrument is, it will not produce reliable data if used by an untrained observer. The department of curriculum and instruction should plan to work in the schools to provide training for evaluators, resource teachers, and other observers.

3. The new teacher orientation program should support the teacher evaluation system rather than duplicate or conflict with it. The departments of staff development and of professional personnel should coordinate the two efforts.

4. The Task Force on Teacher Evaluation briefly explored the concept of setting different overall standards of performance for teachers of different education levels and experience. The department of professional personnel should examine the feasibility of making attainment of a specified level of overall proficiency on the criteria for teacher effectiveness a condition for the Advanced Professional Certificate. The department should also study the possibility of accepting evidence of the attainment of specified criteria for teacher effectiveness in lieu of course credits for the renewal of certificates.

5. Data available on teacher evaluation forms should be analyzed by the department of teacher personnel in order to evaluate teacher recruitment, selection, and assignment practices.

6. The department of curriculum and instruction should periodically review the criteria for teacher effectiveness and their indicators. They now reflect current practices and priorities but will need to be changed in the future to reflect new trends and changes in practices and priorities.

7. Planning for summer instruction and other teacher activities should include planning for evaluation of teacher performance. The responsible departments should examine the adequacy of summer supervision and recommend ways to remedy existing deficiencies.

TASK FORCE ON TEACHER EVALUATION

The membership of the Task Force on Teacher Evaluation, serving in both an active and consultative role, is as follows:

Chairman:
Dr. Lois Martin, Assistant Director
Field Services, Department of Pupil
and Program Appraisal

Executive Secretary:
Robert G. McCord, Director, Division
of Salary Administration and Records

Mrs. Marilyn E. Nelson, Director
Division of Career Programs

Mrs. Mary E. Roderick, Assistant Director
Department of Curriculum and Instruction

Mrs. Wilma K. Fairley, Director
Department of Human Relations

Dr. Ingrid B. Weise
Director for Instruction, Area I

Dr. Leonel Alonso, Teacher
Winston Churchill High School

Mrs. Anita Goldberg, Teacher
Bethesda Elementary School

Mrs. Pauline Smith, Teacher
Oak View Elementary School

Winston Ambrose, Teacher
Charles Woodward High School

Miss Erin Judge, Teacher
Lone Oak Elementary School

Stephen Adler, Student
Albert Einstein High School

Mrs. Loretta C. Webb
Supervisor of Instruction, Area III

Thomas E. Buck, Principal
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James W. Connor, Principal
Southlawn Middle School

Frank G. Edwards, Principal
Albert Einstein High School

Frederick R. Cialli, Principal
Tilden Junior High School

Dr. Eleanor H. Barberousse, Counselor
Walt Whitman High School

Miss Mary Pardue, Teacher
John F. Kennedy High School

Armond Cohen, Student
Cabin John High School

Gail Marie Hughes, Student
Col. Zadok Magruder High School

Mrs. Patricia Cutlip, Parent

Mrs. Harriet Koven, Parent

Mrs. Bobbie Millward, Parent